



Holy Cross
Catholic Primary School

We share in Christ's life so He can guide our thoughts, words and actions.

Holy Cross Catholic Primary School

Accessibility Policy and Plan

We share in Christ's life so He can guide our thoughts, words and actions.

Rights of the Child

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

Article 28: Every child has the right to an Education.

Statement of Intent

This plan outlines the proposals of the governing body of Holy Cross Catholic Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal

Date: _____

_____ Chair of governors

Date: _____

Next review date: July 2028

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success criteria	Review
Ongoing training/support for teachers on adaptive teaching in the curriculum to develop inclusive high quality teaching.	Audit of staff training requirements. Audit of curriculum Information for teachers on adaptive teaching and personalising the curriculum for pupils with additional needs.	SLT /SENDCO / all teaching staff	Autumn term 2025 - throughou t year as necessary	Increased access to the curriculum. Needs of all learners are met within reasonable adjustments. Lesson observations demonstrate that all children make progress within lessons.	Spring term 2026 Summer term 2026 As needed.
Continue to be an Autism friendly school and keep up to date with training.	All new staff to have Autism Tier 1 training. A named Teaching assistant to have Tier 2 Autism training. Use of appropriate resources to support children with Autism.	SENDCO / CAT Team/ Ed Psych / Teaching Assistants/ Lead practitioner	Autumn 2025 - Summer 2028	Increased access to the curriculum for pupils with Autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with Autism. Improved provision at lunch time for children with Autism to enable more inclusivity.	Summer Term 2026 Continuously monitor.

	Look at ways of improving lunch time provision for pupils with Autism				
Parental and pupil feedback.	Questionnaire / consultation with parents of pupils with SEND Pupil voice on pupil profiles.	SENDCO	Ongoing	Feedback used to inform future priorities and school improvement.	Autumn, Spring, Summer 2025-2026 Autumn, Spring, Summer 2026-2027 Autumn, Spring, Summer 2027-2028
To improve access, progress and participation for children with sensory and physical needs	To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance. Intimate Care Policy to be ongoing for pupils who need it and staff to be made aware. Specific training to be provided for new staff if they are required to be added to an intimate care plan.	Class teachers/E VC/SENDCO/Parents/TAs/PDSS/Medical teams	Ongoing Time for pre-visits to locations and ensure suitable transport in place	Attendance for trips Pupil feedback Parent feedback Pupil progress Staff confidence in meeting needs Training competencies Physical Management Plan reviews	Ongoing: Summer 2026 Summer 2027 Summer 2028

	<p>Work with specialised staff with expertise in physical disabilities to improve access for these children.</p> <p>Staff to be aware of and follow Physical Management Plans created by PDSS for pupils on their caseload.</p> <p>Accessible area for changing.</p> <p>Specific training directed by medical professionals for pupils with medical care plans specific to individuals and their diagnosis, e.g. diabetes, epilepsy, physical conditions, DCD, mobility needs.</p> <p>Anticipatory planning and discussions to be undertaken by SLT annually to ensure appropriate updates to training or knowledge of specific management needs of pupils with physical or sensory needs takes place in the term before the child transitions to a new class where transition is known and expected.</p>				
--	---	--	--	--	--

	Where transition takes place for an in year starter, appropriate training is undertaken as soon as possible to ensure their needs are met appropriately in school.				
Staff trained to meet individual medical needs of pupils where applicable.	<p>Epi pen, asthma training and diabetes awareness training for relevant staff in line with pupil needs.</p> <p>Specific training directed by medical professionals for pupils with medical care plans specific to individuals and their diagnosis, e.g. diabetes, epilepsy, physical conditions, DCD, mobility needs.</p> <p>Anticipatory planning and discussions to be undertaken by SLT annually to ensure appropriate updates to training or knowledge of specific management needs of pupils with physical or sensory needs takes place in the term before the child transitions to a new</p>	Head of School/Inclusion Leader	Autumn Term 2025, 2026, 2027	Staff confidence in meeting needs Pupil feedback Parent feedback Attendance	Ongoing: Summer 2026 Summer 2027 Summer 2028

	class where transition is known and expected.				
To improve access, progress and participation for children with cognition and learning needs	<p>All staff to be trained on using online toolkit tracker including ECTs to be able to differentiate and evidence progress - with SENDCo support.</p> <p>All teachers to receive training in using the Toolkit tracker to inform planning and resourcing to support pupils who are assessed against them.</p> <p>Some PSS strategic hours to be used to provide staff training on interventions and approaches specific to the cognition and learning needs of pupils at Holy Cross, e.g. Precision Teaching, etc.</p>	SENDCo/PSS	Time for training/PSS hours	Pupil progress data Staff confidence and performance management	<p>Autumn 2025</p> <p>Autumn 2026</p> <p>Autumn 2027</p>

<p>To support access to the curriculum for pupils who become dysregulated emotionally, socially or sensory.</p>	<p>Included in weekly sensory circuit interventions led by the OT champion (TA.)</p> <p>Use of the de-escalation space of the sensory room - can use the resources in this space for calming, alerting or organising in line with their sensory profile.</p> <p>Use of the learning space in the sensory room once regulated to support them back to engaging with the curriculum.</p> <p>Use of restorative conversations to support children in understanding their dysregulation and supporting them in understanding and applying strategies to support them in the future.</p>	<p>SENDCo/T As/Class teachers/S LT</p>	<p>Ongoing</p>	<p>Pupil voice Parent voice Staff voice Pupil progress OPP reviews</p>	<p>At the end of each term:</p> <p>Autumn, Spring, Summer 2025/26</p> <p>Autumn, Spring, Summer 2026/27</p> <p>Autumn, Spring, Summer 2027/28</p>
---	---	--	----------------	--	---

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success Criteria	Review
For management to investigate whether the school's physical environment is accessible.	Audit of physical environment. C-Sense environment audit conducted and actions discussed at SLT. Recommended changes that are appropriate implemented to support accessibility of the physical environment, e.g. dual coded signs.	SENDCO/ SLT / Site team/CAT/O T	Summer 2026 Summer 2027 Summer 2028	The school will be aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2026 Summer 2027 Summer 2028 (Ongoing throughout the year)

<p>To maintain safe access around the exterior of the school.</p>	<p>Maintenance of external ramps/handrail. Ensure pathways are kept clear of obstructions.</p>	<p>Site team.</p>	<p>Ongoing</p>	<p>More independent access for pupils with an impairment or disability.</p>	<p>Summer 2026 Summer 2027 Summer 2028 (Ongoing throughout the year)</p>
<p>Improvement to aid access around school for those with a visual impairment/physical disability.</p>	<p>Maintenance of handrails/ramps. Maintenance of disabled toilet facilities. C-Sense environment audit conducted and actions discussed at SLT. Recommended changes implemented to support accessibility of the physical environment, e.g. dual coded signs.</p>	<p>Site team/ SENDCO/SLT</p>	<p>Ongoing</p>	<p>More independent access for pupils with an impairment or disability.</p>	<p>Summer 2026 Summer 2027 Summer 2028</p>

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success Criteria	Review
Availability of written materials in alternative formats, ensuring this is reflective of children starting school.	All staff and parents are aware of services available for requesting information in alternative formats. Signpost on school website.	SENDCO/Executive Principal/Head of School	Ongoing	Written information is available in alternative formats and languages on request. All admin staff, parents and community users know how to access alternative forms.	Ongoing Summer Term 2026 Summer Term 2027 Summer Term 2028
Improve signage to indicate access routes around school.	Signs indicating disabled parking bays and wheelchair friendly routes around the school.	Executive Principal/ Head of School/ SENDCO/ Site team.	Autumn 2025	Disabled people are aware of wheelchair access to all parts of the school.	Ongoing Summer Term 2026 Summer Term 2027 Summer Term 2028

	Dual coded signs for specific areas around school.				
--	--	--	--	--	--

